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Patriots in the Making. What America Can Learn from France and Germany. By Jonathan French Scott, Ph.D. With an Introduction by the Hon. Myron T. Herrick, former Ambassador to France. New York: D. Appleton & Co, 1916. Pp. xvi+246.

The world-war has changed many things and will change many more. Is it to have its effect on our system of education in the United States? Professor Scott sets forth in this book the relationship that has long existed in France and Germany between the school and the national consciousness. The author himself is keenly aware of the moral lesson conveyed by his pages and of the dangers which may be looked for if the United States enters on a course of characteristic propaganda in its schools. The experiment as here described, of training the mind of youth to look on other nations as hereditary foes may be said to have had its fruition in the present world-war. The principles on which such an experiment are based are rooted, necessarily, in an exaggerated sense of nationalism and will, if carried to extremes, nullify the success of any international organization to promote the interests of all nations alike and to accentuate the claims of humanity. Whether such an experiment will ever be undertaken in the United States seems doubtful. Any prediction on the subject, however, must, of necessity, be conditioned on the state of the world when the war shall have come to an end. The historical portion of the work, that dealing with the nationalistic and patriotic purposes which found expression in the school curricula, will have a deep interest for students of education and for political philosophers. In a few well-arranged chapters the author points out the changing methods in education which have been pursued in France and in a certain degree has shed new light on the recent strife in France between Church and State. "The world has just begun to realize how well the Third Republic has carried its burdens, how zealously it has set itself to the fulfilment of its ideals. The educational system of the country did not at first respond to these new forces which were beginning to dominate the life of the nation. For more than a decade the school remained almost entirely in the hands of the Church, inculcating in the rising generation those beliefs and ideals for which the Church stood. In the

early eighties, however, the government usurped (or shall we say 'resumed') control over education, and in later years completed the work of making instruction almost a state monopoly."

The theory of government which lies behind the system of education which makes of every child a potential warrior is no less worthy of study than the methods followed in the French schools. As seen by Professor Scott the work of inculcating patriotism revolved around these points: (1) the love of France; (2) the military spirit and obligatory service; (3) the duty of inculcating physical courage. Furthermore, (4) the children have learned to know that taxation is necessary to support the army; (5) they have been given some definite information in regard to the state of the national defenses; and (6) certain writers have pointed out to them the perils of depopulation in a country menaced by increasingly powerful neighbors.

Similar aims in educational processes are found by Professor Scott to have dominated the entire educational system of Germany. "Germany," he says, "beyond all other modern states, has embodied national aspirations in its educational system, which, though not wholly free from the influences of tradition custom and conservatism, recognizes in a degree elsewhere unparalleled the value of education as a political instrument and a factor in national evolution."

The work ends with two chapters on "The Lesson for America" and "Military Training in Europe." The latter contains much impartial information that cannot fail, if read, to enlighten many of our leaders and legislators. The author submits American ideals in education to a searching test in his chapter on the "Lesson for America." It may be within the bounds of possibility that American education will become national in tone and character as a result of the war and that it may be regulated and directed by Congress and by a Federal Minister of Education.

State Administration in Maryland, Johns Hopkins University, Studies in Historical and Political Sciences. By John L. Donaldson, Ph.D. Baltimore: Johns Hopkins Press, 1916. Series XXXIV, No. 4. Pp. 155.

This monograph, as we learn from the author's Preface, although a study of Administration in Maryland, is in no sense a